

Course Description

Concepts and skills are introduced contextually in algebraic, graphic, numeric, and verbal form. As a result, the student will be able to communicate mathematically, make connections within algebra, and between algebra and other disciplines. To address district and state standards, this course interweaves mathematical topics of algebra, geometry, statistics, probability, number systems, and measurement. Algebra 1 explores rational numbers, equations, Pythagorean Theorem and radical expressions, functional relationships, basic geometry review, data analysis, probability, inequalities, linear functions, systems of equations, exponents, polynomial functions, and quadratic functions.

Class Expectations & Philosophy

- The primary focus of this class is on learning **and** understanding.
- **I do not give grades.** You earn grades based on the evidence you provide to me of your understanding.
- You must have evidence of your attempt to solve a problem before I will assist you.
- Act responsibly and take responsibility for your actions.
- Positive attitude contributes significantly towards a productive state of mind. Negativity is not acceptable.

Office Hours

You can see me during office hours for assistance on homework, classwork, or anything else that you may have questions about. I will typically be available before school, lunch, after school, and during first hour. It is best to make an appointment with me beforehand so that I can ensure that I will be available.

Text & Materials

The following materials should be brought to class **everyday**:

- *Algebra 1* textbook
- A scientific calculator (I strongly urge you to have your own graphing calculator)
- A pencil, a graph-paper notebook, and supplementary materials (ruler, protractor, compass are recommended)

Homework Policy

Homework will be assigned on a daily basis with few exceptions. Homework is your opportunity to practice skills and concepts addressed in class with the goal of **developing an understanding of the material, not simply doing the assigned problems**. Your work must be neat, organized, and legible, and **all problems must be attempted for credit, with a written record of the attempt**. You are responsible for making sure that your efforts on your homework translate into developing and understanding correct solution techniques. This will be discussed in greater detail later.

Attendance & Absence Policy

Absences should be avoided. If you know about an absence in advance, you must complete a prearranged absence form. If you are absent, **it is your responsibility** to speak with with me outside of instructional time and make up what was missed. I will make contact with parents or guardians after the 3rd absence, and you may be dropped after the 5th absence, in accordance with school policy.

Tardies are unacceptable. Your first tardy is free, but afterwards each tardy may impact your grade. This will be explained further in class.

Late Work & Make-Up Work Policy

All assignments are due on the date stated in class. Turning assignments in late is **not acceptable** and will earn only partial credit. You have one day for each day absent to make up any missing assignments, quizzes, or exams. For excused absences, any work (assignments, quizzes, and exams) completed within this time frame will still be eligible for full credit. For unexcused absences any work submitted will earn only partial credit.

Personal Items

Any devices such as mp3 players, iPods, video iPods, Discmans, cell phones, personal data assistants, calculator games, or headphones are disruptive. Music players will be allowed during test and quizzes. Cell phones are to be **out of sight and not in use**.

Cheating & Plagiarism

Cheating and plagiarism will not be tolerated. I will follow the RMHS guidelines for cheating as described in your student handbook. Any assignments, quizzes, or exams on which cheating occurred will earn a score of 0.

Grading Policy

This course will use a **weighted** grade system. The categories and their respective percentages are below on the left, and letter grade breakpoints are below on the right.

<i>Class Activity</i>	<i>Percent of Quarter Grade</i>	<i>Letter Grade Breakpoints</i>
Homework & Homework Quizzes	15%	A 90-100%
Problem Solving & Projects	10%	B 80-89%
Assessments (Quizzes and Exams)	55%	C 70-79%
Midterm Exam/Final Exam	20%	D 60-69%
		F 0-59%

To calculate your grade, compute the average for each category and multiply by the category percentage, then sum all of these together.

Exams, some quizzes, and some assignments will be graded on the 6-point rubric shown below:

	Mathematics	Communication	
6	The response exceeds the prompted purpose of the task. The student's strategy and execution meet the content (including concepts, technique, representations, and connections), thinking processes and mathematical demands of the task. Minor omissions may exist, but do not detract from the correctness of the response.	The response effectively communicates the student's mathematical understanding, meets the qualitative demands of the task, and describes the strategies and processes used. Minor omissions may exist, but do not detract from the quality of the response.	6
5	The response demonstrates adequate evidence of the learning and strategic tools necessary to complete the prompted purpose. It may contain overlooked issues, misleading assumptions, and/or errors in execution. Evidence in the response demonstrates that the student can revise the work to accomplish the task with the help of written feedback or dialogue.	The response adequately communicates the student's mathematical understanding, meets the qualitative demands of the task, and describes the strategies and processes used. It may contain overlooked issues or misleading assumptions. The response demonstrates that the student can revise the work to more effectively communicate their ideas with the help of written feedback or dialogue.	5
4	The response demonstrates some evidence of mathematical knowledge that is appropriate to the intent of the prompted purpose. An effort was made to accomplish the task, but with little success. Evidence in the response demonstrates that with instruction the student can revise the work to accomplish the task.	The response does not effectively communicate the student's mathematical understanding or meet the qualitative demands of the task. Strategies and processes are not described. It may contain overlooked issues or misleading assumptions. An effort was made to communicate ideas, but with little success. The response demonstrates that the student can revise the work to more effectively communicate their ideas with further instruction.	4
0	The response lacks any evidence of mathematical knowledge that is appropriate to the intent of the task.	The response lacks any clear communication of mathematical knowledge that is appropriate for the intent of the task.	0

If you want to check your grade in the course, you are welcome to ask me, or you can log onto the Parent Internet Viewer with your student ID and Voice ID. The address for the website is <http://piv.psdschools.org/piv/piv.exe?action=signin>. When checking your grade online, please keep in mind that:

- grades are weighted by category
- your grade is only a snapshot of your performance
- a blank means that the assignment has not yet been entered
- a score of Z means that the assignment is missing and is currently being scored as a zero
- a score of X means that the assignment is missing but has been excused, so it is not affecting your grade

Finally, keep in mind that your grade **is not based solely on the cumulative percentage in my grade book**. Other aspects of our interaction in the classroom such as attendance, class participation, and your attitude and effort toward the course will be taken into consideration and can positively or negatively impact your grade. Consequently, it is in your interest to always give your best effort, to do thorough work, and to maintain a positive attitude.